



**Course Syllabus: Human Experiences**  
West College of Education and Professional Studies  
COUN 2143 X13  
Fall 2026

**Contact Information**

**Instructor:** Dr. Suhua Huang  
**Office:** Bridwell Hall 214 (BH 214)

Office hours: Tuesdays(10:00am-11:00am; 2:00pm-3:00pm); Wednesdays  
(10:00am-12:00pm); Thursdays (2:00pm-3:00pm) or by  
appointment

Office phone: (940)3974763

E-mail: [suhua.huang@msutexas.edu](mailto:suhua.huang@msutexas.edu)

**Instructor Response Policy**

The best way to contact me is via email. I will check emails between the regular working hours 9:00AM to 6:00PM, Monday to Friday. I will attempt to contact you within three hours; however, this does not apply on weekends or holidays. You can also text me via my personal cell phone number (940) 613-5977. Be sure to tell your name and the class number when you text me. I will call or text you back. We can set up a virtual meeting as well, depending on your needs. Please do not hesitate to contact me when you have any questions or need assistance.

**Textbook & Instructional Materials**

There is no textbook for the course. Open Educational Resources will be used this semester. Materials and other information will be provided on D2L

**Course Description**

A study of perspectives shaped by individual, family, and community experiences, incorporating inquiry and research to deepen understanding.

**Core Content and Skills**

1. Analyze research on how individual, family, and community experiences shape perspectives and influence human interactions.
2. Evaluate research of varying viewpoints by applying course concepts to real-world media, narratives, and case studies.

3. Develop critical thinking and inquiry skills to interpret the motivations, values, and societal influences behind varying perspectives.
4. Reflect on and interpret research to gain insights into human interaction and relationships.
5. Synthesize insights gained from perspective analysis to deepen awareness of the complexities of human experiences and interactions

### **Study Hours and Tutoring Assistance**

The TASP offers a schedule of selected subjects tutoring assistance. Please contact the TASP, (940)397-4684, or visit the ASC homepage for more information.

[Tutoring & Academics Supports Programs](#)

### **Student Handbook**

Refer to: [Student Handbook](#)

### **Academic Misconduct Policy & Procedures**

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

[Office of Student Conduct](#)

### **Moffett Library**

Moffett Library provides resources and services to support student's studies and assignments, including books, peer-reviewed journals, databases, and multimedia materials accessible both on campus and remotely. The library offers media equipment checkout, reservable study rooms, and research assistance from librarians to help students effectively find, evaluate, and use information. Get started on this [Moffett Library webpage](#) to explore these resources and learn how to best utilize the library.

### **Exams**

There will be no traditional midterm or final exam in this course. Instead, four discussion assignments will serve as the midterm assessment. The Human Experience Topic Video Presentation, Creating an Autobiography, Human Experience Research Article Comparison Paper, and Synthesis Paper: Understanding Human Experience will collectively serve as the final assessment.

### **Extra Credit**

Extra credit opportunities will depend on the flow of the class.

## Late Work

Work must be turned in when it is due for full credit. Late work will only be accepted if cleared with instructor and due to an emergency. Late work will receive a 25% deduction per day per assignment (including Saturday and Sunday). This means if the assignment is for 100 points, you can make a maximum score of 75 after one day, 50 after two days, 25 after three days, and zero after 4 days if all your answers are correct. All this is non-negotiable!!! If there are any issues or you are confused about an assignment, contact me *\*BEFORE\** the assignment is due (*at least 24 to 48 hours before the assignment is due*). Time shown on D2L, or email will be used. *\*Assignments are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time for submission.*

## Make Up Work/Tests

There will be no make-up or resubmissions allowed on assignments, quizzes, discussion boards, or any other activity in class.

## Important Dates

- Change of schedule and late Registrations: Check date on [Academic Calendar](#).
- Deadline to file for graduation: **Sept. 21** Check date on [Academic Calendar](#).
- Last Day to drop with a grade of "W:" **Nov.23**. Check date on [Academic Calendar](#).
- Refer to: [Drops, Withdrawals & Void](#)

## Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

## Online Computer Requirements

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. ***\*Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.*** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. ***\*Your computer being down is not an excuse for missing a deadline!!*** There are many places to access your class! Our online classes can be accessed from any computer in the world which is

connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations; however, they are able to help you get connected to our online services. For help, log into [D2L](#).

### **Instructor Class Policies**

Academic integrity is an essential expectation of this course. Cheating, collusion, plagiarism, and other forms of academic misconduct are not permitted.

**Plagiarism** includes using another person's words, ideas, or work—whether published or unpublished—without appropriate acknowledgment or citation. It also includes submitting work completed by another person as one's own.

Assignments determined to contain substantial plagiarism may receive a grade of zero and may not be eligible for a make-up or resubmission after the due date. Academic misconduct may also be addressed in accordance with the university's Academic Integrity Policy and Student Handbook.

### **Use of Artificial Intelligence (AI)**

Generative AI tools, including ChatGPT, Google Gemini, Microsoft Copilot, and similar applications, can be useful tools for learning. However, AI-generated content does not necessarily represent a student's own thinking, writing, analysis, or learning.

Because writing, analytical reasoning, and critical thinking are important learning outcomes of this course, all submitted work must represent the student's own intellectual effort and understanding.

Students may use AI tools appropriately to support the learning process when permitted by the assignment. Appropriate uses may include:

- brainstorming ideas;
- asking questions to clarify difficult concepts;
- generating ideas for further exploration;
- receiving general feedback on grammar or sentence structure; and
- using AI as a learning or study tool.

However, students **may not copy and paste AI-generated responses and submit them as their own work**. Students may not use AI to generate substantial portions of an assignment when the purpose of the assignment is to demonstrate the student's own writing, analysis, reflection, or critical thinking.

When AI use is permitted, students remain responsible for verifying the accuracy of AI-generated information, protecting privacy and confidential information, following assignment-specific instructions, and appropriately acknowledging AI assistance when required.

Suspected inappropriate use of AI will be evaluated based on the student's submitted work and other relevant evidence rather than an AI-detection percentage alone. Submitting AI-generated work as one's own may constitute academic misconduct and may result in a grade of zero when a violation is established.

## **Student Responsibility**

You may ask ChatGPT or another AI tool questions to support your learning, but you may not simply copy its response and submit it as your own work. **Use AI to support your thinking—not to replace your thinking.**

Any confirmed instance of plagiarism, cheating, unauthorized AI-generated work, or other academic misconduct may be subject to disciplinary action in accordance with the Academic Integrity Policy outlined in the Student Handbook.

By enrolling in this course, students acknowledge their responsibility to understand and follow these expectations. Academic integrity, independent thinking, and ethical use of technology are essential to our learning community.

## **Online Attendance and Participation Policy**

Students are expected to participate actively in the online course each week. Regular participation includes reviewing the assigned weekly reading materials and course content, posting and responding to discussion questions, completing required learning activities, and submitting assignments by the established deadlines.

Because this is an online course, consistent engagement in D2L is considered an important part of course participation. Students are responsible for reviewing each weekly module carefully and keeping up with all course requirements.

If circumstances prevent you from participating or submitting coursework on time, please contact the instructor as soon as possible. Students are responsible for communicating about absences or circumstances that may affect their ability to complete course requirements.

## **Inclement Weather**

In the case of campus closure due to inclement weather, updates will be shared through GroupMe and posted in the News section. The class will follow MSU's official guidance regarding closures and weather-related disruptions.

## **Change of Schedule**

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

## **Refund and Repayment Policy**

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

## **Services for Students with Disabilities**

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Student Wellness Center, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

## **Emergency Aid Resources for Basic Needs**

Unexpected life circumstances can affect anyone. If you are experiencing challenges meeting basic needs—such as housing, utilities, food, transportation, healthcare, technology, textbooks or other life necessities, resources may be available to help. Visit the [Student Emergency Support and Resources webpage](#) to learn more, and explore emergency support opportunities through MSU and how to access them. For additional information, please contact the Office of Student Affairs: Clark Student Center #108, (940) 397-7500, [student.affairs@mstuexas.edu](mailto:student.affairs@mstuexas.edu).

## **College Policies**

### *Campus Carry Rules/Policies*

Refer to: [Campus Carry Rules and Policies](#)

### *Smoking/Tobacco Policy*

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated-smoking areas at each location.

### Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

### Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

### Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [MSUReady – Active Shooter](#). Students are encouraged to watch the video entitled “Run. Hide. Fight.” which may be electronically accessed via the University police department’s webpage: ["Run. Hide. Fight."](#)

### **Obligation to Report Sex Discrimination Under State and Federal Law**

Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the University’s Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting:  
Laura Hetrick

Title IX Coordinator  
Sunwatcher Village Clubhouse  
940-397-4213

[laura.hetrick@msutexas.edu](mailto:laura.hetrick@msutexas.edu)

You may also file an online report 24/7 at [Online Reporting Form](#)

Should you wish to visit with someone about your experience in confidence, you may contact the MSU Counseling Center at 940-397-4618. For more information on the University's policy on Title IX or sexual misconduct, please visit [Title IX Website](#)

### **Grade Appeal Process**

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

**\*Notice:** Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

### **Recording Classes**

***\*Recording classes is generally prohibited without the professor's explicit permission.*** Such recordings, when permitted, are for personal use only and may not be uploaded to the internet or otherwise shared, transmitted, or published without the professor's prior consent. Some faculty may not permit recordings of their classes. When it is feasible and appropriate, students may record classes to accommodate disabilities under the Americans With Disabilities Act, with prior approval of Disability Support Services. Such recordings may not be uploaded to the internet or otherwise shared, transmitted, or published.

### **Other Expectations**

#### Participation

For online classes, you should log in D2L multiple times per week if not daily to check assignments, feedback, and engage in learning, etc.) You need to be prepared to discuss the readings that are assigned, contribute appropriately, and encourage the participation of your peers.

#### Preparation

Complete all assignments on time. Complete readings assigned prior to class in order to be able to participate in class discussions and activities.

#### Attitude

Demonstrate the following dispositions that are essential for learning:

- Curiosity (ask questions, look for additional answers, probe, reflect)
- Flexibility (take alternate points of view, be open-minded)
- Organization (plan ahead – literally, GET A PLANNER!)
- Patience (take time to reason, be persistent in efforts)
- Risk-taking (try things beyond your current repertoire)
- Passion (invest in ideas, processes, products, and most of all – other people)

Be aware that your attitude is conveyed to others by body language, conversation, neatness, completeness of work, willingness to assist and contribute and many other ways. A sense of humor and the ability to be flexible are crucial – not just in this class but from now on – that is the nature of the classroom.

### Respect

Be considerate of others. Do not use foul language; all contributions should be given in an ethical manner.

## **Written Work**

All written work should be completed in a professional style. Using correct spelling and grammar are important writing skills you must know well because your students will learn from you. Therefore, all written assignments will have 10% -20% of the grade based on spelling and grammar. Expectations are for quality work. Correct grammar, punctuation, and spelling are expected on all written assignments (although web discussions are not held to the high standard of a research project or other written assignment).

Written assignments can be done in one of the following:

- Microsoft Word and turned in as an attachment in Dropbox on D2L
- A pdf turned in as an attachment in Dropbox on D2L

Discussions should be completed within the D2L discussion space and NOT uploaded as an attachment. Due dates should be honored in order to receive the highest grade. When referring to the ideas of others, works should be cited using the APA format

## **Assignments**

There will be 4 major assignments in this course which are described within the course assignments folder: Human Experience Topic Video Presentation, Creating an Autobiography Portfolio, Human Experience Research Article Comparison, and Synthesis Paper: Understanding Human Experience. You will also receive a grade for participation in the discussion boards

### **I. Human Experience Topic Video Presentation**

#### **Assignment Description**

Human experiences are influenced by events, social issues, relationships, communities, cultures, education, technology, and changes occurring in the world around us. This assignment gives you an opportunity to explore a current event or contemporary topic that is meaningful to you and connected to the study of Human Experience.

You will select **one current event or contemporary topic related to Human Experience** and create a video presentation. Your presentation should explain the topic, discuss why it is meaningful, examine its impact on individuals or

communities, and propose constructive ways to address, respond to, improve, or manage the issue.

## **Learning Objectives**

By completing this assignment, you will be able to:

- Identify a current event or contemporary topic related to Human Experience.
- Explain how current events and social issues influence individuals and communities.
- Examine a topic from personal, social, cultural, educational, or community perspectives.
- Develop critical-thinking and problem-solving skills.
- Propose realistic and constructive responses or solutions.
- Communicate ideas effectively through an oral/video presentation.

## **Step 1: Select a Current Event or Topic**

Select **one current event or contemporary topic** that is related to Human Experience and interests you.

Possible topics may include, but are not limited to:

- Education
- Family and relationships
- Social media and technology
- Artificial intelligence
- Community issues
- Cultural experiences
- Workplace experiences
- College student experiences
- Social relationships
- Stress and well-being
- Economic challenges
- Natural disasters and their impact on communities
- Aging and changing family roles
- Community service
- Environmental concerns
- Changes in education or employment

You may select another topic as long as you can clearly explain its connection to Human Experience.

## **Step 2: Introduce Your Topic or Event**

Provide your audience with enough background information to understand the topic or event.

Address the following questions:

- What is the topic or event?
- What happened, or what is currently happening?
- Who is affected?
- Where and when is this occurring?
- Why is this topic or event important?

Use reliable sources to support important facts or information presented in your video.

### **Step 3: Explain Why You Selected the Topic**

Explain why you chose this particular topic or event.

Consider:

- Why did this topic capture your attention?
- Why are you interested in it?
- Does it connect to something you have learned, observed, or experienced?
- Why do you think other people should learn about it?

### **Step 4: Discuss Its Meaning and Impact**

Explain what this topic or event means to **you, other individuals, or your community**.

Consider its possible impact on:

- Individuals
- Families
- Schools
- Workplaces
- Communities
- Relationships
- Culture or society

Think beyond simply describing what happened. Explain why it matters from a Human Experience perspective.

### **Step 5: Propose a Better Way to Respond**

After examining the topic or event, discuss constructive ways that individuals, families, schools, organizations, communities, or society could respond.

Address questions such as:

- What could be done differently?
- What strategies could help?
- What resources or support might be needed?
- Who should be involved?
- How might your proposed approach improve people's experiences?
- Are there possible challenges to your proposed solution?

Your recommendations should be realistic, thoughtful, and respectful of different perspectives.

### **Step 6: Personal Reflection**

Conclude your presentation by reflecting on what you learned.

Discuss:

- What did you learn while exploring this topic?
- Did your perspective change after learning more about it?
- What is the most important message you would like your audience to remember?

### **Video Presentation Guidelines**

Your presentation should:

- Clearly introduce your selected topic or current event.
- Explain why you selected it.
- Provide accurate and relevant background information.
- Discuss its significance and impact on Human Experience.
- Present thoughtful recommendations or possible solutions.
- Include a personal reflection.
- Be organized and easy for your audience to follow.
- Use appropriate visuals, examples, or supporting information when helpful.
- Credit the sources used in your presentation.

### **Submission Instructions**

Submit a viewable link to your video presentation to the D2L Dropbox.

Because D2L has limited storage space, **do not upload a large video file directly to the Dropbox.** Upload your video to an appropriate video-sharing or cloud-storage platform and submit the link.

Before submitting your assignment, test your video link to make sure your instructor has permission to access and view your presentation.

## **Remember**

This assignment is not only about reporting a current event or describing a topic. Your goal is to demonstrate how the topic connects to **real human experiences**, why it matters, and how individuals or communities might respond in a thoughtful and constructive way.

## **II. Creating an Autobiography: PowerPoint & Video Presentation Portfolio**

### **Assignment Description**

Every person has a unique story shaped by places, education, relationships, challenges, accomplishments, and life experiences. For this assignment, you will create a personal autobiography that introduces your life journey and reflects on the experiences that have contributed to who you are today.

You will create a PowerPoint presentation and use it to record a video presentation of your autobiography.

### **Learning Objectives**

By completing this assignment, you will be able to:

- Reflect on important experiences that have influenced your personal and educational development.
- Identify people, places, challenges, and accomplishments that have shaped your life journey.
- Recognize your personal strengths and unique qualities.
- Connect past and present experiences with future personal and professional goals.
- Communicate your personal story effectively through visual and oral presentation.

### **Autobiography Content**

Your PowerPoint and video presentation should address the following areas:

#### **1. Geography: Where Have You Lived?**

Identify places where you have lived and where you currently reside. You may include cities, states, countries, or other locations that have been meaningful in your life.

#### **2. Educational Background**

Describe your educational journey from elementary school, middle school, and high school to your current stage of education.

### **3. Learning Experiences**

Reflect on important learning experiences from elementary school to the present. Consider experiences inside and outside the classroom that have influenced how you learn.

### **4. Academic Challenges**

Discuss academic challenges you have experienced, with particular attention to your current stage of education. Explain how you have addressed or are working to overcome these challenges.

### **5. Significant Achievements**

Describe accomplishments that are meaningful to you. Examples may include academic awards, scholarships, honors, recognitions, leadership experiences, employment accomplishments, athletic achievements, or community involvement.

### **6. Your Strengths**

Identify and explain some of your personal and academic strengths. Examples may include:

- Problem-solving
- Leadership
- Creativity
- Motivation
- Communication
- Resilience
- Organization
- Collaboration
- Adaptability

Provide examples when possible.

### **7. What Makes You Unique?**

Describe qualities or experiences that make you unique. You might discuss personal traits, time-management skills, interpersonal skills, cultural experiences, travel experiences, work experiences, family experiences, or unique learning opportunities.

### **8. People Who Have Influenced Your Journey**

Identify one or more people who have had a significant impact on your life. These individuals may include grandparents, parents, siblings, teachers, mentors, coaches, friends, or others. Explain how they influenced your development or life journey.

### **9. Your Future Goals**

Describe both your **short-term and long-term goals**. Your goals may be

personal, educational, or professional. Explain what you hope to accomplish and why these goals are important to you.

### **10. One Place You Would Like to Visit**

Identify one place you would like to visit within the next five years. Explain why you selected this location and what you hope to experience or learn from your visit.

### **PowerPoint Guidelines**

Your PowerPoint should:

- Include a title slide.
- Address all 10 required areas.
- Use clear headings to organize your autobiography.
- Include appropriate photographs, maps, graphics, or other visuals when possible.
- Use concise text rather than placing your entire presentation script on the slides.
- Be visually organized and easy to read.
- Include a final slide reflecting on what you learned about yourself while completing this autobiography.

### **Video Presentation**

Use your PowerPoint to record a video presentation of your autobiography. Your video should expand upon the information presented on your slides rather than simply reading the slides word for word.

Speak clearly and organize your presentation so that your audience can easily follow your life journey.

### **Submission Instructions**

You must submit the following items to the **D2L Dropbox**:

1. Your completed PowerPoint presentation.
2. A link to your video presentation.

Because D2L has limited storage space, **do not upload the video file directly to the Dropbox**. Instead, upload your video to an appropriate video-sharing or cloud-storage platform and submit a link.

**Important:** Before submitting your assignment, test the video link to make sure your instructor has permission to view it. A video link that cannot be accessed may delay the grading of your assignment.

## **Final Reflection**

At the end of your presentation, briefly answer this question:

After looking back at your life journey, what experiences, people, or challenges have contributed most to the person you are today?

## **III. Human Experience Research Article Comparison**

### **Assignment Description**

Human experiences are influenced by many factors, including family, education, culture, relationships, physical and emotional development, social environments, life challenges, and individual differences. The purpose of this assignment is to help you explore a topic related to human experiences through current research.

You will select two peer-reviewed research articles on the same topic, summarize each article, and then compare the two studies.

### **Learning Objectives**

By completing this assignment, you will be able to:

- Locate and identify peer-reviewed research related to human experiences.
- Identify the purpose, participants, research methods, and major findings of a research study.
- Summarize scholarly research using your own words.
- Compare similarities and differences between two research studies.
- Develop critical-thinking and academic writing skills.
- Connect research findings to the study of human experiences.

### **Step 1: Select a Topic**

Select a topic related to human experiences that interests you.

Possible topics may include, but are not limited to:

- Family relationships
- Parenting
- Friendship
- Love and relationships
- Education and learning
- Motivation
- Resilience
- Identity development
- Cultural experiences

- Social media and human relationships
- Stress and coping
- Life transitions
- Aging
- Grief and loss
- Happiness and well-being
- Work and career experiences
- College student experiences

You may select another topic as long as it is clearly related to human experiences.

## **Step 2: Locate Two Research Articles**

Use the MSU Library databases to locate two scholarly articles.

Your articles must meet all of the following requirements:

1. Both articles must address the same general topic.
2. The articles must be written by different authors/research teams.
3. Both articles must be peer-reviewed.
4. Both articles must have been published between 2016 and 2026.
5. Select articles that provide enough information for you to identify and discuss the research purpose, participants, methods, and findings.

## **Step 3: Summarize Article 1**

Briefly summarize the first article in your own words.

Your summary should address:

- What was the purpose of the study?
- Who participated in the study?
- How was the study conducted?
- What were the major findings?
- What conclusions did the researchers reach?
- What did you learn from this study about the selected human experience?

## **Step 4: Summarize Article 2**

Briefly summarize the second article using the same questions:

- What was the purpose of the study?
- Who participated in the study?
- How was the study conducted?
- What were the major findings?
- What conclusions did the researchers reach?

- What did you learn from this study about the selected human experience?

### **Step 5: Compare the Two Articles**

After summarizing both articles, compare them. **Do not simply repeat your two summaries.** Think critically about how the studies are similar and different.

Consider the following questions:

- How were the purposes of the two studies similar or different?
- Were the participants similar or different?
- How did the research methods compare?
- What similarities did you find in the major findings?
- What differences did you find in the major findings?
- Did the two studies reach similar or different conclusions?
- Did one study provide information or perspectives that the other study did not?
- Which article helped you better understand the topic, and why?

### **Step 6: Personal Reflection**

Conclude your paper with a brief personal reflection.

Consider:

How did reading these two research articles change, strengthen, or challenge your understanding of this human experience?

Explain what you learned and how the research relates to experiences you may observe in everyday life.

### **Suggested Organization**

Organize your paper using the following headings:

- a) **Title**
- b) **Introduction**
  - a. Introduce your selected human-experience topic and briefly explain why it is important or interesting.
- c) **Article 1 Summary**
- d) **Article 2 Summary**
- e) **Comparison of the Two Articles**
- f) **Personal Reflection**
- g) **References**

### **Academic Writing Requirements**

- Write primarily in your own words rather than copying sentences from the articles.
- Use appropriate in-text citations when discussing information from either article.
- Include both articles on your reference page.
- Follow APA style for citations and references.
- Proofread your work for grammar, spelling, sentence structure, and organization.

## **IV. Synthesis Paper: Understanding Human Experience**

### **Assignment Description**

Throughout this course, you have explored Human Experience from several perspectives. You have reflected on your own life journey through the Autobiography Presentation, examined a contemporary issue through the Human Experience Topic Video Presentation, and explored scholarly research through the Human Experience Research Article Comparison Paper.

For your final assignment, you will bring these experiences together in a **4–5-page APA-style synthesis paper**.

The purpose of this paper is not simply to summarize your previous assignments. Instead, you will synthesize what you have learned by identifying meaningful connections among your personal experiences, current Human Experience topic, and research findings. You will develop a position or central idea and use evidence from your previous course assignments to support your perspective.

### **Learning Objectives**

By completing this assignment, you will be able to:

- Synthesize information from personal experiences, current issues, and scholarly research.
- Make meaningful connections among different Human Experience course assignments.
- Develop and defend a clear position related to Human Experience.
- Examine how your personal experiences and perspectives influence the way you understand Human Experience.
- Support ideas with examples, reflection, and scholarly research.
- Demonstrate critical thinking and academic writing skills.
- Reflect on how the study of Human Experience contributes to your college learning and personal development.

### **Step 1: Select ONE Synthesis Question**

Choose **one** of the following questions as the focus of your paper:

### **Option 1: Why are human experiences important?**

Discuss why understanding human experiences is important for individuals, relationships, communities, education, or society.

### **Option 2: What does Human Experience mean to you?**

Develop your own understanding of Human Experience based on your personal journey, course activities, contemporary issues, and research.

### **Option 3: How can the Human Experience course enhance your learning experience at MSU?**

Explain how studying Human Experience can contribute to your academic learning, personal development, relationships, understanding of others, and/or future professional goals.

### **Step 2: Develop Your Position**

After selecting your question, develop a clear position or central argument that answers it.

Your position should communicate what you believe based on what you have learned throughout the course.

Your introduction should include a clear thesis statement that tells the reader the main position you will develop throughout your paper.

### **Step 3: Synthesize Your Course Experiences**

Use information and insights from **all three major course assignments**:

#### **Autobiography Presentation**

Consider what you learned about yourself through examining your:

- Educational journey
- Learning experiences
- Academic challenges
- Achievements
- Strengths
- Important relationships
- Unique experiences
- Future goals

Explain how your own experiences influence the way you understand Human Experience.

## **Human Experience Topic Video Presentation**

Consider what you learned from examining a current event or contemporary topic.

Discuss:

- Why the topic was meaningful to you.
- How the topic affects individuals or communities.
- What you learned about people's experiences.
- How individuals or communities might respond to the issue.

Connect these observations to the central argument of your synthesis paper.

## **Human Experience Research Article Comparison**

Incorporate relevant findings from the two peer-reviewed research articles you examined.

Consider:

- What did the research teach you about Human Experience?
- What important similarities or differences did you discover?
- How do the research findings support, challenge, or expand your personal perspective?
- How does scholarly research help you better understand experiences that may be different from your own?

## **Step 4: Examine Your Own Perspective**

Your personal experiences influence how you interpret the experiences of others.

Reflect on questions such as:

- How have your family, education, culture, relationships, challenges, or opportunities shaped your perspective?
- How might your experiences influence the way you understand your selected topic?
- Did anything you learned during this course challenge an assumption or perspective you previously held?
- How has learning about other people's experiences expanded your understanding?

The goal is to demonstrate self-awareness while recognizing that people may experience and interpret the world differently.

## **Step 5: Connect Personal Experience and Research**

An effective synthesis paper should combine personal reflection and academic evidence.

Rather than discussing each assignment separately, look for connections among them.

For example, you might explain how:

- A personal experience connects with a finding from one of your research articles.
- Your current-event topic helped you see an issue from a different perspective.
- Research challenged something you previously believed.
- Your educational experiences influenced how you interpreted your research topic.
- Several course experiences helped you recognize a common theme about Human Experience.

Your goal is to show the reader how the different pieces fit together.

### **Step 6: Conclusion and Final Reflection**

Conclude your paper by bringing your major ideas together.

Address:

- What is the most important lesson you learned about Human Experience?
- Has your understanding of Human Experience changed during this course? How?
- How can you apply what you learned to your education, relationships, community, or future profession?
- What will you take with you after completing this course?

### **Suggested Paper Organization**

You may organize your paper using the following structure:

#### **(a) Introduction**

- Introduce your selected synthesis question.
- Provide context for your discussion.
- Present your thesis or central position.

#### **(b) Personal Experience and Perspective**

- Draw from your Autobiography Presentation.
- Explain how your experiences have shaped your perspective.

### **(c) Human Experience in the World Around You**

- Draw from your Human Experience Topic Video Presentation.
- Connect your contemporary topic to your central argument.

### **(d) Research and Human Experience**

- Integrate relevant evidence from your Human Experience Research Article Comparison.
- Explain how the research supports, challenges, or expands your perspective.

### **(e) Synthesis and Reflection**

- Bring the three areas together.
- Identify common themes, connections, differences, or new understandings.
- Explain how your thinking has developed.

### **(f) Conclusion**

- Reinforce your central position.
- Discuss the most important lessons you learned.
- Explain how you may apply this understanding in the future.

### **APA & Writing Requirements**

- Length: 4–5 pages of written content
- Follow current APA style guidelines.
- Include a title page.
- Include appropriate in-text citations.
- Include a reference page.
- Use the two peer-reviewed research articles from your Research Article Comparison Paper when relevant.
- Additional scholarly sources may be used when appropriate.
- Organize your paper clearly and logically.
- Write primarily in your own words.
- Proofread carefully for grammar, spelling, punctuation, and sentence structure.

### **Important: Synthesis vs. Summary**

**Summary** tells the reader what you did in each assignment.

**Synthesis** explains how ideas, experiences, and research connect with one another to create a deeper understanding.

Therefore, avoid writing three separate summaries of your previous assignments. Instead, identify patterns and connections among your personal experiences, contemporary Human Experience topic, and scholarly research.

Your final paper should demonstrate not only **what** you learned, but also how your thinking about Human Experience has developed throughout the course.

### Final Grades

It is very important that you complete all assignments in a timely manner. If you have any unfinished assignment, you will receive "incomplete" on your final grades till you completely finish all course required assignments. Meanwhile you will lose 100 points for your final grade. Grades are determined by weighing the course requirements in the following manner.

*Table 1 Points for each assignment*

| Assignment                                      | Points |
|-------------------------------------------------|--------|
| Creating an Autobiography Portfolio             | 300    |
| Human Experience Research Article Comparison    | 100    |
| Human Experience Topic Video Presentation       | 200    |
| Synthesis Paper: Understanding Human Experience | 300    |
| Participation (Discussion Board)                | 100    |
| Total                                           | 1000   |

*Table 2 Total points for final grade*

| Grade | Points        |
|-------|---------------|
| A     | 900 to 1000   |
| B     | 800 to 899    |
| C     | 700 to 799    |
| D     | 600 to 699    |
| F     | Less than 600 |

### Grading Scale:

A= 1000- 900 Work that is outstanding and exemplary

B= 899-800 Work that is above the minimum requirements.

C= 799-700 Work that meets expected level of performance.

D= 699-600 Work that falls short of minimum criteria.

F= 599 below Work that falls well below the expected level of performance.

**Course Schedule: All assignments are due on Sunday-11:59pm.**

| <b>Week</b>           | <b>Activities/Assignments</b>                                  | <b>Due Date</b>                                                                                                                                                                                                         |
|-----------------------|----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Week 1<br>8/24-8/28   | 1. Getting to know the course and each other-Read the syllabus | <b>** Discussion question 1:</b> Introduce yourself to discussion board. It is due on <b>Aug.30<sup>th</sup> at 11:59pm.</b>                                                                                            |
| Week 2<br>8/31-9/4    | 2. What is meant by Good Life?                                 | <b>** Discussion question 2#:</b> Can a person be successful but not have a good life? Can a person have a good life without being considered successful by society? It is due on <b>Sept.6<sup>th</sup> at 11:59pm</b> |
| Week 3<br>9/7-9/11    | 3. Personal and Social Barriers to Success                     | <b>** Discussion question 3#?</b> Can hard work and motivation overcome every barrier to success? Why? It is due on <b>Sept. 13<sup>th</sup> at 11:59pm.</b>                                                            |
| Week 4<br>9/14-9/18   | 4. Social Networking                                           | <b>**Discussion question #4:</b> Do you think having 1,000 online friends or followers means that a person is socially connected? Why? Or Why not. It is due <b>on Sept. 20<sup>th</sup> at 11:59pm.</b>                |
| Week 5<br>9/21-9/25   | 5. Human Experience Topic Video Presentation                   | <b>**It is due on Sept.27<sup>th</sup> at 11:59pm</b>                                                                                                                                                                   |
| Week 6<br>9/28-10/2   | 6. Creating an Autobiography: PowerPoint & Video Presentation  | <b>** It is due on Oct.4<sup>th</sup> at 11:59pm.</b>                                                                                                                                                                   |
| Week 7<br>10/5-10/9   | 7. Human Experience Research Article Comparison                | <b>** It is due on Oct.11<sup>th</sup> at 11:59pm.</b>                                                                                                                                                                  |
| Week 8<br>10/12-10/16 | 8. Synthesis Paper: Understanding Human Experience             | <b>** It is due on Oct.15<sup>th</sup> at 11:59pm.</b>                                                                                                                                                                  |